

# Science Activities

## INDEX TO VOLUME 40 SPRING 2003—WINTER 2004

### ARTICLES

“Ballast Blockade: Stopping Aquatic Immigrants.” White, S. 40(1): 36–39.

“Buried Alive! An Investigation of Plant Dormancy.” Allen, A., M. Balschweid, P. Hammond, B. Henderson, P. Johnson, A. Kite, and S. Martin. 40(4): 3–10.

“Can You Solve the Crime? Using Agarose Electrophoresis to Identify an Unknown Colored Protein.” Wiltfong, C., E. Chester, F. Albertin, J. Smith, J. Hall, E. Arth, and S. Martin. 40(2): 35–40.

“Dig into Archaeology.” Weaver, S., and C. Brown. 40(3): 6–14.

“Discovering Past Lifeways.” Christensen, B., and C. Arzgian. 40(3): 15–24.

“Environmental Exchange Box.” Moseley, C. 40(3): 26–29.

“Gone Fishing.” Olson-Demme, H., and J. Kisiel. 40(1): 32–35.

“Implementing Science Notebooks in the Primary Grades.” Nesbit, C., T. Hargrove, L. Harrelson, and B. Maxey. 40(4): 21–29.

“Investigating Brine Shrimp.” Duran, L. 40(2): 30–34.

“Making it Visual: Creating a Model of the Atom.” Pringle, R. 40(4): 30–33.

“Playing with Pitch: Exploring and Investigation the Science of Sound.” Mueller, A., J. Le Clair, M. Kechaidis, W. Swain, and J. Macdonald. 40(4): 11–20.

“Predation at the Shore.” Cook, H., C. Matthews, D. Hildreth, and E. Couch. 40(1): 8–15.

“Squid Dissection: From Pen to Ink.” Brown, C., and J. Kisiel. 40(1): 16–22.

“Teacher Training in Archaeology: A Success Story.” Renacker, G. 40(3): 3–5.

“Teaching about the Ocean as a System.” Fortner, R. 40(1): 3.

“The Crime Lab Project.” Hein, A. 40(2): 15–28.

“The Draw-an-Archaeologist Test.” Renoe, S. 40(3): 31–36.

“Using Animal Burrows to Integrate Math and Biology.” Crowe, M., and K. Boston. 40(4): 34–38.

“Using Ants to Investigate the Environment.” Hagevik, R. 40(2): 6–13.

“What Variables Affect Solubility?” Baker, W., and K. Leyva. 40(1): 23–26.

“What Is the Impact of Beach Debris?” Fortner, R., and D. Jax. 40(1): 27–31.

**AUTHORS**

Albertin, F. “Can You Solve the Crime? Using Agarose Electrophoresis to Identify an Unknown Colored Protein.” 40(2): 35–40.

Allen, A. “Buried Alive! An Investigation of Plant Dormancy.” 40(4): 3–10.

Arth, E. *See* F. Albertin.

Arzgian, C. “Discovering Past Lifeways.” 40(3): 15–24.

Baker, W. “What Variables Affect Solubility?” 40(1): 23–26.

Balschweid, M. *See* A. Allen.

Boston, K. *See* M. Crowe.

Brown, C. “Dig into Archaeology.” 40(3): 6–14.

Brown, C. “Squid Dissection: From Pen to Ink.” 40(1): 16–22.

Chester, E. *See* F. Albertin.

Christensen, B. *See* C. Arzgian.

Cook, H. “Predation at the Shore.” 40(1): 8–15.

Couch, E. *See* H. Cook.

Crowe, M. “Using Animal Burrows to Integrate Math and Biology.” 40(4): 34–38.

Duran, L. “Investigating Brine Shrimp.” 40(2): 30–34.

Fortner, R. “Teaching about the Ocean as a System.” 40(1): 3.

Fortner, R. “What is the Impact of Beach Debris?” 40(1): 27–31.

Jax, D. *See* R. Fortner. “What is the Impact of Beach Debris?”

Hall, J. *See* F. Albertin.

Hammond, P. *See* A. Allen.

Harrelson, L. *See* T. Hargrove.

Hargrove, T. “Implementing Science Notebooks in the Primary Grades.” 40(4): 21–29.

Hagevik, R. “Using Ants to Investigate the Environment.” 40(2): 6–13.

Hein, A. “The Crime Lab Project.” 40(2): 15–28.

Henderson, B. *See* A. Allen.

Hildreth, D. *See* H. Cook.

Johnson, P. *See* A. Allen.

Kechaidis, M. “Playing with Pitch: Exploring and Investigation the Science of Sound.” 40(4): 11–20.

Kisiel, J. *See* C. Brown. “Squid Dissection: From Pen to Ink.”

Kisiel, J. “Gone Fishing.” 40(1): 32–35.

Kite, A. *See* A. Allen.

Le Clair, J. *See* M. Kechaidis.

Leyva, K. *See* W. Baker.

MacDonald, J. *See* M. Kechaidis.

Martin, Stephanie. *See* A. Allen.

Martin, S. *See* F. Albertin.

Matthews, C. *See* H. Cook.

Maxey, B. *See* T. Hargrove.

Moseley, C. “Environmental Exchange Box.” 40(3): 26–29.

Mueller, A. *See* M. Kechaidis.

Nesbit, C. *See* T. Hargrove.  
 Olson-Demme, H. *See* J. Kisiel.  
 Pringle, R. "Making it Visual: Creating a Model of the Atom." 40(4): 30-33.  
 Renacker, G. "Teacher Training in Archaeology: A Success Story." 40(3): 3-5.  
 Renoe, S. "The Draw-an-Archaeologist Test." 40(3): 31-36.  
 Smith, J. *See* F. Albertin.  
 Swain, W. *See* M. Kechaidis.  
 Weaver, S. *See* C. Brown. "Dig into Archaeology."  
 White, S. "Ballast Blockade: Stopping

Aquatic Immigrants." 40(1): 36-39.  
 Wiltfong, C. *See* F. Albertin.

#### BOOK REVIEWS

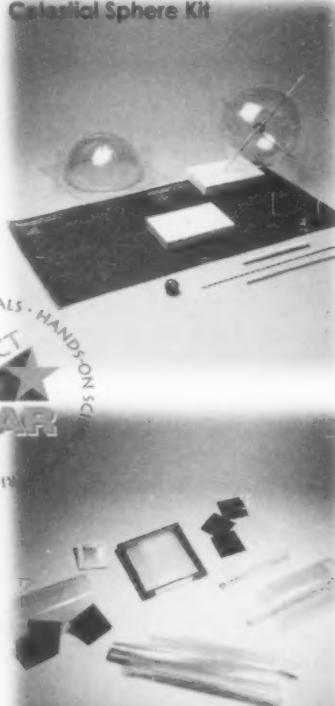
Bang, M., *Nobody Particular: One Woman's Fight to Save the Bays* (reviewed by Leonard P. Rivard) 1: 46-47.  
 Brazin, M., Modesto, and the Exploratorium Teacher Institute, *Math and Science Across Culture: Activities and Investigations from the Exploratorium* 40(3): 46.

Castaldo, F. *Oceans* (reviewed by Frances Spuler) 1: 46.  
 Kassinger, H., *Build a Better Mousetrap* (reviewed by Ann C. Howe) 2: 47.  
 Maslin, M., *The Coming Storm* (reviewed by Rosanne F. Fortner) 1: 47-48.  
 Smith, K. C., and A. Douglas. *History Beneath the Sea* (reviewed by Jacqueline V. Mallinson) 3: 46-7.  
 Smith, R., *Strands in the Web: 201 Activities for Teaching Environmental Awareness* (reviewed by Leonard P. Rivard) 2: 46-7.

Refracting Telescope Kit



Celestial Sphere Kit



Cardboard Spectrometer Kit

Holographic Diffraction Grating

**The Project STAR Hands-on Science Materials** are based on the philosophy that students will better learn a concept when they first explore, then test their theories with hands-on, model-building exercises.

**With the Refracting Telescope** — students learn each element of a simple telescope, see how lenses work, and see the universe like Galileo did.

**With the Celestial Sphere Kit** — students model the apparent daily motion of the stars and sun, study the cause of the seasons and see how the sky can help in navigation.

**With the Cardboard Spectrometer Kit** — students see different spectral lines emitted by everyday light sources, recognize their unique colorful "signatures", and discover the presence of different elements in a light source.

**With Holographic Diffraction Grating** — students learn about color, light emission and absorption, make their own spectrometer or spectrum projector, and produce a brilliant spectrum.

**Learning Technologies, Inc.**  
 40 Cameron Avenue • Somerville, MA 02144  
 Tel: 800-537-8703 • Fax: 617-628-8606  
 E-mail: starlab@starlab.com • www.starlab.com

